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MY FIRST EXPERIENCE.

I CAN never forget the history of my first winter school. It was in North Peckersville, on the opposite side of the Cape. I was too young for such a task, — a rude college boy, with no experience, and scarcely a qualification for my place. It is now nearly thirty years since that woful winter; but the sleepless nights, the homesick days, the constant pressure of a man's duties on the shoulders of a boy, will never leave my memory. They told me I was doing finely, but I knew better. My heart was at home, and not in North Peckersville. I am almost ashamed to confess how closely I watched the mails, hoping, — alas, too often in vain, — for a letter from my mother or some of the dear ones at home. Had they known my doleful condition, they surely would have written; but I had too much pride to tell them all. Oh, what great saucy boys those Peckersville boys were! They could have pitched me out of the window at any time, and I really feared they would do it, and wondered why they did n't.

I feel, to this day, a tender fraternal pity for young school-masters and school ma'ams. They appear to me a sad and careworn race. Too much is expected of them. Solid committee men look for great sobriety, discretion, prudence, and wisdom, in a boy of

seventeen years, because, forsooth, he is a school-master; and come down upon the poor fellow without mercy, if, in some unconscious moment, he happens to act like a boy of seventeen years, that is, like himself.

I shall never forget the first visit of the committee man. He raps at the door. Hark! That is no boy's nor girl's rap—too bold—too loud—too deliberate for that. Hush, boys! Hush, girls! Something is coming to pass! I open the door! Oh, length, and breadth, and quantity! It is verily he; the august being enters.—What happened the next five minutes I could never recall. I presume I offered to my visitor *the* chair. I only know that, when I recovered my self-possession, I was startled and horrified at the fearful disorder that reigned in my school-room. Every pupil seemed to be breaking every rule. What could it mean? Pencils dropped, slates rattled, boots grated harshly over the floor,—which, by the way, seemed, just then, to be sadly in need of sweeping,—and every thing seemed to conspire to ruin me, as a teacher, completely. I was utterly confounded. I felt it a duty which I owed to myself to declare to my visitor that things had never been in such a state before.

At this point, what seemed a happy thought occurred to my mind. I would call out my first class in arithmetic, a splendid class, and with it make such a diversion in my favor, as to retrieve every disaster and rescue my waning reputation. The class came promptly down the aisle. But how provokingly noisy! My cheeks began to burn; but I started off with considerable confidence. The first answer, alas, was a sad blunder. I began to feel confused. My questions, I know, were wretchedly put, but they were more wretchedly answered. Hoping to find relief in change, I invited my visitor to put questions himself. He consented, and asked the class to tell him the difference between a half-inch and a half-mile. In due time the answers were called for, but, oh horrors! what answers! They ranged all the way from ten rods to ten miles! My disaster was now complete. My best pupils had conspired to ruin me.

Mr. W., my august visitor, rose to leave me. He took me by the hand, spoke a few kind words of encouragement and advice, and left the school-room; about half of my pupils, mindful of the

custom of those days, rising to their feet, but in such an irregular, noisy way, that I heartily wished they had all kept their seats.

And here I will confess an act of meanness, on my part, which I shall repent of as long as I live. When my visitor had left me, I was not only confused but angry. I felt that I had given my pupils no occasion to wound my feelings so wantonly as they had done, in the presence of Mr. W. I assured them that I would now bear with them no longer. Such a disgraceful scene should not recur, while I was master of that school.

Just then a little fellow, a beautiful boy, sitting directly before me, let drop a slate, which rattled along the floor with that stunning noise which nothing but a slate can make. I lost my self-control. I seized my ferule. The poor little fellow shuddered before me; tears trickled down his fair, tender cheek, and his fine lips quivered, as he faintly stammered, "I did n't mean to do it, Sir." "Did n't mean to do it," said I tauntingly, and inflicted on his tender hand several cruel blows. Yet I do not think the boy was badly whipped; for conscience seemed to hold back my arm.

The little fellow, however, sobbed and sobbed, as if his heart would break. Even when school was done, still concealing his tears with his sleeve, he walked hastily past my desk. How I longed to put my arm about him and tell him that I was sorry. But I could not do it; I was a school-master, and my dignity must not be compromised. I returned gloomily to my boarding-place, overwhelmed with a sense of meanness and self-reproach. My mortification and chagrin at the unfortunate visit of the committee man had all passed away. I thought only of my own meanness. That evening I received two letters couched in terms of affection and respect, one from home, and one from college. "Darling boy," "noble fellow," I was disgusted with such fulsome flattery. What could my mother and my class-mate mean in applying such terms of fondness to one so heartless as I? Still they were sincere, but they did not know me. I half resolved never to see again either college or home. I paced my room till late at night, and went to bed with a distracting headache. Towards morning I snatched a little sleep, only to be startled out of it by a fearful dream. I saw a man of rough, repulsive look, rudely holding a beautiful child, as if about to inflict upon him some cruel torture. The fearful scene produced in my

heart the most painful excitement and indignation, when, in a piercing, tender voice, the child shrieked out, "Oh, spare me, Hubert." I was startled from my sleep by the cry. I was that Hubert. I could sleep no more. The consciousness of having inflicted pain upon an innocent child, would not let me close my eyes. I frankly confess that, for a moment, I forgot that I was a school-master, and became a boy; and, as a boy, I brushed away a few childish tears.

Pardon my weakness, gentle reader, I was among strangers in a strange land, and bearing a burden too heavy for my years.

This affair, however, was not without its good results. I know I have been a better man ever since; that is, better towards little boys. I feel a kind of tenderness for them allied to pity. I do not think they are used quite fairly in this rude world. When they are about five years old, we cut off their beautiful ringlets, lay aside their graceful frocks, and bright morocco shoes, and pretty, jaunty hats, and array them in grey woollen jacket, and pants, and clumsy boots, and turn them adrift among the rude, big boys. Of course they do not look as fair as they did before, but the fault is not theirs, and they have in them the same tender heart of childhood. Now, why should we be so rough with them? Why give all the kisses and candy to the girls, and all the kicks and cuffs to the little boys? Only yesterday I met one of these fine little fellows, his head all begrimed with dust, crying bitterly. He had just been pitched, head-foremost, over a big boy's head, into the gutter. Of course it was all right; for it was only a little sunburnt boy. But what would have been said, and done, too, had the victim been somebody's fair little girl, of the same age, and decked out with silks and ribbons? The House of Correction would be almost too good for the rude, big boy to live in.

Now, fellow teachers, both ladies and gentlemen, let me plead with you for little boys.

Don't whip them any harder because they look rough and sunburnt. Don't whip them because you are angry and fretful yourself. Don't whip them when the large boys deserve a whipping more. If you have any "goodies," don't be partial to the girls, but let the little boys have their share. Don't, by your stern and crusty treatment of them, make them bad boys, but by kindness keep their hearts open, and tender, and gentle.

But notwithstanding the unfortunate affair which I have just noticed, the visit of Mr. W. was, in one respect, at least, of great benefit to me, as a teacher. The astounding failure of my first class in arithmetic so surprised me that I deemed it worthy of a full investigation. On the next day the members of this class were subjected to a searching ordeal. I was determined to learn why they could solve the most complicated problem of their text-book, but could not answer the simplest extemporaneous question. The explanation of the difficulty was soon found. The pupils honestly believed that they had solved their problems, but they had not. One had been aided by his father at home, another by a brother, sister, or friend. One had gone through the book in some previous winter, and recollected how the master had solved these problems, while still another had a manuscript key; and, in general, if, by any of these means, any member of the class had had the good fortune to fall upon a solution, it was kindly sent by telegraph through the whole class. There had been almost no self-reliance. The rote system had prevailed, and the pupils comprehended scarcely a single principle. I began the arithmetic anew. The members of the class felt somewhat humbled and chagrined at this, but they saw that I was in earnest, and submitted. I extemporized, to a great extent, my examples, and demanded the rationale. I laid the foundations firmly in reason. Soon an unwonted interest sprang up in the class. New light was breaking in. There is always a peculiar pleasure, to the young mind, in really understanding a thing. The class made rapid progress. What they had before learned by rote, I confess, was not useless to them. They had by it acquired a facility in manipulation; but this was almost all.

On examination day I was not ashamed of my first class in arithmetic. They knew what they could do and did it.

But, before referring further to my examination, I must mention an unfortunate affair, in course of which I was arraigned before a justice of peace, for expelling a boy from school.

Many of my pupils, both boys and girls, were wont to "stay at noon." They doubtless had some jolly times together, but, I think, gave no just occasion for some very bitter remarks of Miss B., a maiden lady, who lived and circulated, as a seamstress, in the fam-

ilies of my district. I would hardly notice such gossip now, but then it wounded me most painfully. Every spiteful censure of my pupils seemed aimed directly at me, and went like a barbed arrow to my heart. Still, while I hated Miss B., I determined to show to the good people that I kept a vigilant eye upon the conduct of my pupils. One day I discovered a note lying upon the desk of a boy of the name of Fox, and addressed to "Miss Crow." I opened it, and read as follows:

"MY DEAR MISS CROW:—I cannot express how much I admire and love you. Beautiful creature, how happy should I be to meet you and speak to you face to face. Say, dear Miss C., will you not meet me this evening at the great oak tree at the edge of the woods. Yours forever, Fox."

This note, I confess, perplexed me. I showed it to a friend, who most injudiciously allowed Miss B. to read it. She saw its meaning in a moment. "Miss Crow" was a Miss Crowell, one of the most worthy and most beautiful girls in my school. "Miss Crowell," said Miss B., "is a brunette, with jet black hair, and I think I have sometimes heard her called Miss Crow. What an outrage to address such a note to such a girl!" No words of denunciation of the school and its teacher seemed too severe. I feared Miss B. had found the true interpretation of the note. The neighborhood was aroused. My best friends advised me to expel the Fox boy from the school. At length I yielded to the pressure. Mr. Fox, the father of the boy, believed, of course, in the innocence of his son. He was very indignant at my treatment of him, and determined to seek redress. I was brought before Esquire Pecker, Justice of peace, at Peckersville Centre.

Of my trial, suffice it to say that my case proved a bad one. Mr. Fox brought forward, as a witness, a boy who presented a book of fables, belonging to his father, in which was found the very note signed "Fox." It was a mere fable about "The fox and the crow." It was designed to show the danger of flattery and the character of the flatterer, and had no reference to the Fox boy or the Crowell girl. It had been, for no special purpose, copied out by a little brother of the witness, who threw it, for a joke, upon the desk of the Fox boy, and was too cowardly to tell the truth when he saw the mischief he had done.

Esquire Pecker evidently sympathized with me. He required

me to pay but little more than the costs of court, and gave me some sound advice about punishing without sufficient evidence.

And here judge of my surprise, when Mr. W., my committee man, and late august visitor, arose and claimed the privilege of paying, in my stead, all the costs of my trial. He remarked that he had observed my course and had visited my school, and was persuaded that, while I exhibited too much sensitiveness and self-distrust, I possessed ability, scholarship, fidelity, and aptness to teach, and should, therefore, be sustained. He took me by the hand, assured me that matters would yet all turn out well, and invited me to take tea at his house, on my way home. At tea, Mr. W. incidentally made the (to me) astounding remark, that on his visit to my school, he was gratified, and saw no occasion for my apology for the unusual noise and confusion.

That night I returned to my boarding-place with a light heart. Before going to bed, I wrote in my diary, (for I kept a diary in those sentimental days,) the following reflections concerning teachers:

"Do n't treat Committee men as your natural enemies."

"Do n't believe you are judged, as a teacher, by the accidents of your school-room, but by what you are and what you do."

"Do n't make apologies; sensible men use their own eyes."

"Do n't be influenced by external pressure to act unjustly."

"Do n't punish a boy, till you know his motives are bad."

My "lawsuit," to my surprise, seemed to inure to my benefit. The generous course of Mr. W., or my own spirit and bearing at the trial, or some unexplained cause, gained for me the sympathy of the people of the district. In truth, I suspect that the mortification they felt at the result of the affair of the Fox boy, in which they had almost compelled me to take the course I had taken, served to make them more inclined to favor me during the rest of the term.

They were much like the people of some other places, greatly inclined to be severe upon the conduct of the school in general, but very feeble in support of a teacher who might undertake to correct the evil complained of, by punishing any particular offender. The unfortunate experience of my immediate predecessor afforded a fine illustration of this characteristic of the people of North Peckersville.

His pupils, like mine, were wont to stay at noon ; and precisely the same reports were circulated of their disorderly and improper conduct. My predecessor was a somewhat rash as well as sensitive man, and was excessively anxious to show to the community that he was sufficiently prompt and vigilant in correcting an evil which all so much deplored. Detecting a marked example of improper behavior in one of the girls, he expelled her from the school. He expected to be complimented for his prompt and efficient action ; but he counted without his host. The whole community was aroused against him. His mistake was, that he had taken, as an example, an actual, live, concrete child of somebody in particular. He should have expelled the abstract daughter of somebody in general ; and this was all that the good people ever really expected or desired. But this actual severity of punishment they could not endure. "Why," said they all, "seize upon this one poor girl? Why degrade her for life? Why disgrace her family? Why outrage the feelings of the community? Children must be children, and a childish gambol should not be punished as a crime."

So talked the good people of North Peckersville. In vain did my unfortunate predecessor retort, that the very persons who condemned him, had, by their censoriousness, compelled him to take the very course he had taken. His error was fatal. He had taken an actual case. He had unfeelingly and brutally wounded and ruined the daughter of an actual living voter. He quit the school in the middle of the term, and never since has been seen or heard of in the town of North Peckersville.

And here I find recorded in my diary the following sage and laconic remark : "Gossips are poor backers."

But let me return to my examination at the close of school. I really believed that my school appeared well. The class in arithmetic, in particular, gained me great credit, and was pronounced the best class in town. I was, I confess, exceedingly gratified at the speeches made by the visiting committee, but experience has taught me that the speakers on such occasions hardly mean all they say. But I was young then, and I felt prodigiously flattered.

That evening I turned the key of the door of the school-house Number 3, North Peckersville, with an inexpressible feeling of relief and pride. I took tea at Mr. W's., walked back to my board-

ing-place with an air somewhat more pompous than I should dare to assume now, and made in my diary an entry which shows so much self-conceit, that, though it contains a germ of truth, I am half ashamed of it. It refers to my success in teaching arithmetic, and reads as follows: "Many teachers, I suspect, never find out that their pupils do n't really *know* anything."

And thus ended the most anxious and perplexing experience of my life.

The next morning, leaving behind, as a present to the fine little fellow whose unjust punishment I shall always be sorry for, a pretty story book, in red and gold, I turned my face towards college and home.

And now let me say, in closing, that, though the lapse of years has doubtless corrected much of my sensitiveness in feeling as well as imprudence in action, yet I have never been ashamed of my career in North Peckersville district school; nor shall time nor change ever efface from my heart a tender sympathy for the griefs of little boys.

JERRY GOODFELLOW.

STUDY OF THE LANGUAGES.

IN the study of a language, there may be two objects; first, knowledge of the structure of the language; second, ability to use it in writing and conversation. To accomplish the first object requires one course of study and instruction; to accomplish the second, quite another. Practically we study the Greek, Latin, and French, for the purpose of reading and appreciating the great authors, who wrote and spoke in those languages. It is true, in regard especially to the French, there is a dreamy anticipation of having occasion, in the indefinite future, for actually speaking and writing it, in a practical way. But, in fact, scarcely one in one thousand of the boys and girls innumerable, who study French in our schools, has ever met a single case, through life, in which any practical benefit whatever, in speaking and writing the language, has been derived from having learned in school to write and speak it. On the other hand, to be able to read the language, has often been a

source of advantage and pleasure to almost all who have thoroughly studied it.

Instruction should be adapted to meet the actual and practical, not the imaginary, wants of society.

If these premises be correct, what should be the character of our instruction in Greek, Latin, and French? My answer is, that it should be adapted to secure for the pupil a knowledge of these languages as they stand on the printed page in the works of the great classic authors. If an American student can learn to appreciate the glowing patriotism and splendid oratory of Demosthenes, the elegant diction and graceful eloquence of Cicero, the sublimity of Homer, the exquisite taste of Virgil, and the varied beauties of Racine and Fenelon, he will have gained almost all that will be of any practical value to him, in the study of the three languages in question.

I confess I could never perceive, what great advantage a young lady derives from spending two or three years in learning how to say, in French, "Please pass the bread," "Is your mother well?" "What a beautiful hat," "Were you at the party?" etc. etc., ad infinitum. Where is the expansion of mind? What new aspirations are kindled? What glowing thoughts? What practical benefit? True, if, in some particular period in her life, a young lady finds temporarily stored in her mind some ten thousand of such soul-stirring phrases, and the same young lady be somewhat soft and self-conceited withal, she may, to the mortification of all her friends, endeavor to show off her vast belles-lettres acquirements; but no sensible lady will make any such display. True, also, some one in a thousand may go to France, but probably not until every such phrase has left her memory. For the acquisition of colloquial French phrases, a week in a French family is perhaps worth a year in an American school.

But in the study of our own English tongue, the American pupil has a very different object in view. This object is not, primarily, to understand and appreciate our great authors; for, without any study in the text-books of English Grammar, we may enjoy and appreciate the sublimest thoughts of Shakspeare or of Milton. Neither is fluency in the use of our language, the object for which we study; for the simple child or the unschooled adult, may talk

with all necessary fluency. The main object is to learn to use our noble tongue with precision, purity, correctness, and elegance.

I do not hesitate to say, that almost all the practical benefit imparted by instruction in English Grammar in our schools, consists in pointing out to the pupil the false syntax, the vulgarisms, the inelegancies, etc., in common use, and showing him how to substitute for these defects correct, pure, and elegant language. I would, indeed, require him to learn the parts of speech, the names and uses of cases, moods, and tenses, and the rules of syntax; for we cannot teach language, without a grammatical vocabulary: but I would not allow the pupil to believe (as is too often done) that when he can parse correctly, he is a good grammarian. I have a low opinion of parsing. "Common noun, third person, singular number, objective case, governed by *of*. Prepositions govern objective case." Now what is all this twaddling worth? Can the pupil who says it, use his native tongue any better for it? Cannot a vulgar, inelegant phrase, be parsed as glibly as a pure, elegant one?

Again, what profit in such minute analysis, as is sometimes required? What if *this* be an adverbial phrase, and *that* a complicated, compound, elliptical adjunct? Can the pupil converse with more propriety for knowing it? What if Patrick invents a name for the end of his axe-handle? Can he chop wood any better for that?

My conclusion is this: — In the study of Greek, Latin, French, and German, in our High Schools, and other similar public institutions, I would require the speaking and writing of these languages only so far as these exercises serve to aid the pupil in reading and thoroughly appreciating the great classical writers.

On the other hand, in the study of our own tongue, I would have more time spent in correcting the vulgarisms, the inelegancies, the false syntax, etc., so freely met with in our daily experience; and less in learning the hard names of phrases, that, like Patrick's axe-handle, need no names, and in the almost senseless routine of parsing, which leaves the pupil at liberty to write and talk very much as he did before, and has scarcely anything to recommend it, but the questionable usage of our forefathers.

CRAIK ON THE HISTORY OF THE ENGLISH LANGUAGE.

IN the March number of the *Teacher*, (p. 185,) we gave a few extracts from "Craik's English Literature and Language," drawn from the chapters on the history of the language down to the Norman Conquest. At this point begins what we have always considered the most puzzling and perplexing period in the history. The current account given in the school-books is simple enough, but unfortunately rests on no satisfactory authority. According to this account, William the Conqueror, "resolved to wean the people from their ancient institutions, endeavored, as the most effective means of accomplishing this object, to make them forget their language;" for some reigns after the Conquest, the exclusive language of government and legislation in England, was the French; all pleadings in the higher courts were conducted, all deeds drawn up, and all laws promulgated, in that language; and all that was done for some time towards changing the language, we are told, "was effected by the hand of power." The Anglo-Saxon lower classes, on the other hand, it is asserted, vigorously resisted these attempts to force a foreign language upon them; until, after a century or so had passed, seeing that the Norman French was superior in some respects to their native tongue, they became willing to "engraft its beauties on" the latter; but, while they were willing to "improve the constructions and enlarge the vocabulary" of their vernacular, "the power of William and his successors was totally incapable" of making them adopt the French to the exclusion of the Saxon.

Now there seems to be no reason for believing that William ever seriously undertook to substitute the French for the Saxon. "This popular notion," as Sir Francis Palgrave* observes, "cannot be easily supported. * * * Before the reign of Henry III, we cannot discover a deed or law drawn or composed in French. Instead of prohibiting the English language, it was employed by the Conqueror and his successors in their charters until the reign of Henry II, when it was superseded, not by the French, but by the

* Rise and Progress of the English Commonwealth, vol. i, p. 56.

Latin language, which had been gradually gaining, or rather regaining, ground ; for the charters anterior to Alfred are invariably in Latin." Craik says :

"So far was the Conqueror from showing any aversion to the English language, or making any such attempt as are ascribed to him to affect its abolition, that, according to Ordericus Vitalis, when he first came over he strenuously applied himself to learn it for the special purpose of understanding, without the aid of an interpreter, the causes that were pleaded before him, and persevered in that endeavor till the tumult of many other occupations, and what the historian calls '*durior aetas*' — a more iron time — of necessity compelled him to give it up. The common statement rests on the more than suspicious authority of the history attributed to Ingulphus, the fabricator of which, in his loose and ignorant account of the matter, has set down this falsehood along with some other things that are true or probable."

That French became the common language in the schools, was not owing to any desire on the part of William to educate the people in that language, but to the simple fact that the teachers were mainly Norman and unacquainted with English. As Craik says :

"The teachers in the schools, in fact, were generally, if not universally, ecclesiastics ; and the conquest had Normanized the Church quite as much as the state. Immediately after that revolution great numbers of foreigners were brought over, both to serve in the parochial cures and to fill the monasteries that now began to multiply so rapidly. These churchmen must have been in constant intercourse with the people of all classes in various capacities, not only as teachers of youth, but as the instructors of their parishioners from the altar, and as holding daily and hourly intercourse with them in all the relations that subsist between pastor and flock. They probably in this way diffused their own tongue through the land of their adoption to a greater extent than is commonly suspected. We shall have occasion, as we proceed, to mention some facts which would seem to imply that, in the twelfth century, the French language was very generally familiar to the middle classes in England, at least in the great towns."

The French language had the advantage, then, not only of being the language of the court, of the nobility, and of the opulent and influential classes generally, but of being "the only language in which any kind of regular or grammatical training could be obtained." It had also the advantage of being better adapted to literary purposes than the Saxon. It was "a daughter of the Latin," while the latter was counted as "merely a barbarous form of speech, claiming kindred with nothing except the other half-articulate dialects of the woods, hardly one of which had ever known what it was to have any acquaintance with letters."

On the other hand, "there was but one great advantage possessed by the national tongue, with which it was impossible for the other, in the long run, to cope. This was the fact of its being the national tongue, the speech, actual and ancestral, of the great body of the people." Nor was it destitute of a literature. "It was not merely something floating upon men's breath, but had a substantial existence in poems and histories, in libraries and parchments. In that state it might cease, in the storm of national calamity, to be generally either written or read, but even its more literary inflections and constructions would be less likely to fall into complete and universal oblivion. The memory, at least, of its old renown would not altogether die away; and that alone would be found to be much when, after a time, it began to be again, although in a somewhat altered form, employed in writing."

What was the nature of the alterations which distinguished the vernacular tongue when it reappeared after the Conquest from its form before that date, or the earliest *Modern English* from what is commonly called *Saxon* or *Anglo-Saxon*? On this point, Craik says:

"It was the conversion of an inflectional into a non-inflectional, of a synthetic into an analytic, language. The syntactical connection of words, and the modification of the mental conceptions which they represent, was indicated, no longer, in general, by those variations which constitute what are called declension and conjugation, but by separate particles, or simply by juxtaposition; and whatever seemed to admit of being neglected without injury to the prime object of expressing the meaning of the speaker, or writer,—no matter what other purposes it might serve of a merely ornamental or artistic nature,—was ruthlessly dispensed with."

What was the *cause* of this change? There are those who think that the Norman invasion had nothing whatever to do with it, but that it was the result of that constant tendency to pass from an inflectional to a non-inflectional form, which eminent philologists recognize as a law of language. But, as Craik shows, this cannot be the case here. For three or four centuries before the Conquest, we find no trace of this tendency in the vernacular tongue to become less synthetic and more analytic; while, between the end of the eleventh and the middle of the twelfth century, there is a marked change in that direction. What is the explanation of this? Our author says:

"In the case before us, the cause is sufficiently obvious. The integrity of the

constitution, or grammatical system of the language, was preserved so long as its literature flourished; when that ceased to be read and studied and produced, the grammatical cultivation and knowledge of the language also ceased. The two things, indeed, were really one and the same. The literature and the literary form of the language could not but live and die together. Whatever killed the one was sure also to blight the other. And what was it that did or could bring the native literature of England suddenly to an end in the eleventh or twelfth century except the new political and social circumstances in which the country was then placed? What other than such a cause ever extinguished in any country the light of its ancient literature?"

In the latter half of the fourteenth century, the French language was rapidly losing the position it had held from the middle of the eleventh, and was becoming among all classes in England a foreign tongue; and the old Teutonic speech "after going through a process almost of dissolution and putrefaction," began to assume a new organization, and to regain its ascendancy. The first great revolution which it underwent, as already shown, was its conversion from an inflectional and synthetic into a comparatively non-inflected and analytic language. The *vocabulary* remained unchanged — purely Gothic, as it always had been. "The language was, as it were, decomposed, but not adulterated." This process was the work of the eleventh century, and was begun by the Danish Conquest, and consummated by the Norman.

What was the second great change connected with this "Resurrection of the English Language," and how did it differ from the first? To quote once more from our author:

"The first revolution which the language underwent is to be carefully distinguished from the second, which was brought about by the combination of the native with a foreign element, and consisted essentially in the change made in the vocabulary of the language by the introduction of numerous terms borrowed from the French. Of this latter innovation we find little trace till long after the completion of the former. For nearly two centuries after the Conquest, the English seems to have been spoken and written (to the small extent to which it was written) with scarcely any intermixture of Norman. It only, in fact, began to receive such intermixture after it came to be adopted as the speech of that part of the nation which had previously spoken French. And this adoption was plainly the cause of the intermixture. So long as it remained the language only of those who had been accustomed to speak it from their infancy, and who had never known any other, it might have gradually become changed in its internal organization, but it could scarcely acquire any additions from a foreign source. What should have tempted the Saxon peasant to substitute a Norman term, upon any occasion, for the word of the same meaning with which the language of his ancestors supplied him? * * *

The corruption of the English by the intermixture of French vocables must have proceeded from those whose original language was French, and who were in habits of constant intercourse with French customs, French literature, and everything else that was French, at the same time that they, occasionally at least, spoke English. And this supposition is in perfect accordance with the historical fact. So long as the English was the language of only a part of the nation, and the French, as it were, struggled with it for mastery, it remained unadulterated; — when it became the speech of the whole people, of the higher classes as well as the lower, then it lost its old Teutonic purity, and received a larger alien admixture from the alien lips through which it passed. Whether this was a fortunate circumstance, or the reverse, is another question. It may just be remarked, however, that the English, if it had been left to its own spontaneous and unassisted development, would probably have assumed a character resembling rather that of the Dutch or the Flemish than that of the German of the present day.

“The commencement of this second revolution, which changed the very substance of the language, may most probably be dated from about the middle of the thirteenth century, or about a century and a half after the completion of the first, which affected, not the substance or vocabulary of the language, but only its form or grammatical system.”

We had marked other passages for quotation, but this article is already longer than we intended, and we must omit them. Those that we have given, do no sort of justice to the author's admirable presentation of the subject. If they serve as appetizers to the rich feast which you will find in the volumes themselves, it is all that we hoped to accomplish. No teacher of the English language, no matter what the grade of his classes may be, can afford to do without the work.

Q.

THE STUDY OF PLANTS AND FLOWERS.

PLANTS and flowers are wonderful quickeners of some of the most healthy emotions and genial traits of the human character. They are educators in no unimportant degree. Certain elements of character are developed by a familiarity with them, as naturally as the flowers themselves unfold and develop under the influence of sunshine, dew, and rain. What a pity, then, that so few children, comparatively speaking, should be real sharers in the delight and improvement which they furnish. Not only do these sources of happiness and of culture come unasked for, but Nature, in her

kindness, seems even to come more than half way to tender us an infinite variety of her objects of beauty, and her emblems of innocence and virtue. No object gives such a sparkle of animation and delight to the eyes of children as flowers. Not even the pet kitten can call forth such exclamations of joy as are heard when children are let out into the blossom-covered fields in spring time. Is it not, then, passing strange that this natural fondness for flowers among children, instead of being encouraged and cultivated, is so often neglected and abused. We often wish it were in our power, or in the power of any human pen, to make parents and friends of children realize, in some degree, the stupendous scale on which the means of culture and development of character are daily wasted in neglecting the study of the works of nature.

Much time and money have been expended in the study of botany to little or no purpose. The study has been too much theoretical. The *science* of plants is certainly very interesting and attractive to minds of sufficient maturity and culture to comprehend and appreciate it. But young children need facts before reasoning and theory. They do not relish abstractions. The principles of classification and the technical examination of plants and flowers are more suitable for older minds.

We were once present at the public examination of a popular Female Seminary, when a class, just ready for graduation, had an exercise in Botany. The readiness with which the young ladies recited the barren technicalities of the science, would excite the envy of a parrot. They talked fluently of "systematic botany;" and of "structural botany;" of "morphology," and other "ologies;" of "andrias" with prefixes innumerable, and "gynias" set off in like manner. They gave the analysis and botanical names of several plants, and yet there was not a plant nor a flower in the room! Now those young ladies recited just as they had been taught. They had no useful knowledge of the vegetable world and its myriad beauties, which are best understood when approached with the simplicity of a child, and by methods which common sense itself is sufficient to suggest. They were utterly unable to bear questioning outside of the technical routine of the text-book, — and could not point out, in plain language and with precision, the obvious characteristics of the most common plants which daily meet the eye. But,

we humbly submit, it was not wholly *their* fault. We could not help anticipating a few years, when those fair aspirants for the laurels of the Institution would find out how barren and unsatisfactory would appear their knowledge of botany. When young ladies, who have studied the science in such a manner, become mothers and nurses, they can never be satisfied with such misnamed accomplishments. The simple power, exercised with tact, to call the attention of children to flowers and plants, to make them admire them, and to foster in them habits of observation and enquiry, is not a showy accomplishment, but it is a power of infinitely more value than all the attainments in botany with which so many of our young ladies "graduate" at some of the so-called "first institutions of the country," where books and not flowers are studied.

The question is often asked, if botany cannot be studied in schools of the primary grade? Most certainly it can, if text-books are entirely discarded. A few minutes of conversation every day with the children about flowers, a walk with them into the fields at recess or after school, or a visit to a flower garden, will awaken in them a wonderful interest, and serve to lead them gradually to a very fair knowledge of the vegetable kingdom. The child of eight or ten years, who learns the name of a new flower every week, and who can talk about it as he would talk about a pair of skates or a new bonnet, is making very good proficiency. In a few years a knowledge of the subject will thus be obtained, that will qualify the pupil to learn from text-books those higher principles of the science which cannot be comprehended nor appreciated at an earlier age.

Now, fellow teacher, we beg of you to omit no opportunity to interest children in flowers. It will not interfere with other studies. It will give the little enquirers great delight, and will animate them in all their work. Let it be an object lesson indeed, and you will soon see most pleasing fruits of your labors. Perhaps you do not understand botany; do not feel qualified to teach it. Then begin with your children. The probabilities are that you can keep up with them in a familiar and practical study of plants and flowers.

A GLANCE AT PESTALOZZIANISM.

BY LOWELL MASON, MUS. DOC.

[CONTINUED.]

WE now proceed to speak of some of the more positive characteristics of the system.

The Pestalozzian teacher looks first and always to the constitutional nature of the child, as the basis of his work ; here he finds the germ of those faculties which he is to draw out, strengthen, and make perfect. His instrument is instruction ; it is by this, or the communication of knowledge, that the mental machine is set in motion. He first appeals to the external senses, which he desires to awaken to a consciousness of the reality of the objects around. From these he leads, through the feelings, which he must never fail to enlist, to reflection and the logical powers. To enlarge the sphere and to give certainty and precision to the perceptions, to quicken the feelings, and to invigorate the powers of thought, is his constant aim.

In close connection, follows the knowledge of language, always necessary in all departments and at every step of the educational process ; the teacher endeavors, from the first, to train his pupils to such a careful use of words, as will enable them to express with precision those things with which they have become acquainted. This he never neglects or passes by in a superficial manner. He leads first *to do* or *to know*, and then in close connection *to express* or *to define*. He does not, indeed, attempt to draw out complete or scientific definitions or descriptions, but only such as will define clearly what the pupils actually know, or can do. The use of language is not to go before, nor yet to linger behind, but is ever to be made a companion — a help-meet to the knowledge of things. "Words and things," says Dr. Watts, "are most easily learned together." But it may be asked, "why shall we accept from the pupil, at any stage of his progress, an imperfect definition or description, or one which is not full and complete?" The answer is, because he, as yet, knows only in part, and he is never to be called upon to describe or define that which he has not yet learned, but only that which he already knows. Complete and logical defini-

tions cannot be understood until there is complete and logical knowledge ; and the pupil should *never be required or permitted to repeat over mere words which he does not understand*. Definitions, descriptions, and explanations, must be comprehensive and correct, when viewed in connection with the pupil's knowledge or attainments ; but such as are satisfactory to-day, may require modification or reconstruction to-morrow, or as progress is made and more extensive views are acquired. Technical terms should be withheld until they are needed or become convenient, and that will not be until after the pupils have acquired a clear conception of the realities they are intended to designate. Let this principle be observed, and there will be no difficulty in a child's understanding or remembering such words as are ordinarily considered difficult, as, for example, the names of geometrical forms, or such words as absorbent, adhesive, concave, convex, opaque, perforated, and many others, uncommon, perhaps, to children, but of frequent occurrence, and most convenient in giving distinct and clear lessons on various objects. Language is thus brought in as it is needed, and taught, not abstractedly, but in connection with things, with the various circumstances of life, or with those natural objects with which the pupil is made acquainted. Aided by language, which reacts upon thought, suggesting, enlarging, knowledge becomes more definite, and the way is opened for further advancement. The imagination is soon brought in, and the presence of an object is no longer necessary, to call forth the *idea* of it ; it is seen mentally, its form retraced, its proportions are determined ; comparison, reason, judgment, follow, and the pupil, while yet a child, manifests the attributes of a man.

Again. The Pestalozzian teacher looks to the whole human organism, and endeavors to promote the most harmonious growth of all its powers. He is watchful to introduce the various studies as they are needed, and is careful so to treat them as to insure the best results, both in respect to general progress and to the development of the particular faculty to which each study is more immediately adapted. Does he desire to develop the powers of imitation and invention ? He may resort to drawing. Does he wish to exercise judgment and reason ? He may avail himself of arithmetic. Would he strengthen the powers of conception and

imagination? He relies much upon geography and history. Does he seek to awaken the social feelings, enkindle the kindly affections, and promote "peace and good will" throughout his little school-kingdom? He calls in the aid of poetry, and invokes the power of elocution and of song. Thus by the aid of each school study, in accordance with its peculiar character and adaptedness, should the understanding be cultivated, and the moral nature improved. The whole range of school studies and employments should be treated according to the natural growth of the child, and also according to those laws of association and dependence by which each faculty, in its own progress, is made to promote the growth of others. No one should be so cultivated as to predominate at the expense of another, but every one should be drawn out in accordance with its proper relations to the whole, and always with special reference to the highest or spiritual nature of man; and this universal development should be, as far as circumstances will allow, *simultaneous*.

One of the first things needed is song, for from earliest infancy should be felt the soothing power of lullaby from a mother's soft and gentle voice; for even thus early, by the blessing from above (always given when properly sought) a kindly moral influence may be exerted, the effect of which will continue as long as the immortal spirit lives. No one can be fully qualified for the duties of a teacher or a mother, who cannot avail herself of this educational power of song. The eye, too, needs attention almost as soon as the voice is heard, nor should its training to forms of beauty be delayed after it has begun to perform its proper functions; and the systematic or logical study both of *drawing* (for the eye and hand,) and of *singing* (for the ear and voice,) should be commenced at an early age; these should be among the earlier studies, and not be put off, as has been common, until the school-going season has well nigh passed. The former should be commenced as soon as the child manifests an inclination to make marks with a piece of chalk; a suitable black-board should be provided and the little hands be guided to the vertical, horizontal, and oblique lines. Singing, too, should receive attention as soon as a tone utterance is manifested.

Resident Editors' Department.

NATIONAL TEACHERS' ASSOCIATION.

THE ANNUAL MEETING OF THE NATIONAL TEACHERS' ASSOCIATION will be held at Ogdensburg, N. Y., commencing on the 10th of August, at ten o'clock A. M., and continue three days.

Most of the hotels at Ogdensburg will furnish accommodation to members at a reduced charge of \$1.50 a day.

The exercises will consist of lectures and papers by prominent educators, and the discussion of various educational topics.

Very favorable Railroad arrangements have been made for Western Teachers, and a large meeting is anticipated.

EXCURSION TICKETS FROM BOSTON.

From Boston to Ogdensburg and return, by Vermont Central Road, \$12.

From Boston to Ogdensburg by Vermont Central Road, thence to Montreal by Grand Trunk Road, thence to Boston by Vermont Central Road, \$18.

From Boston to Ogdensburg and Montreal, as above, and thence to Portland by Grand Trunk, and to Boston by steamer, \$20.

From Waterbury Station to Mount Mansfield and return to Waterbury, including staging and saddle-horse to the top of the Mountain, for \$4 extra.

To the holders of these tickets, reduction of Hotel Fare at the Mountain, \$1 per day.

Tickets good from July 23d to September 1st. No stopping on the outward trip, except to visit Mount Mansfield.

Tickets for the excursion will be issued *only to Teachers and Members of the Association, and not transferable.*

Tickets to be obtained of L. Millis, at No. 5 State Street, Boston, by presenting a certificate from the undersigned, stating that the applicant is entitled to the reduced fare.

Persons applying for certificates by letter, are requested to give their names in full, and if strangers to the undersigned, to furnish him with evidence that they are Teachers.

JOHN D. PHILBRICK.

BOSTON, 23 Chauncey Street,

July 10, 1864.

NOTE. — It is due to the members of the Association that some explanation should be made of the delay in maturing these arrangements. The Directors at first recommended Detroit as the place of meeting this year, provided the meeting was desired at that point. But no invitation was received from Detroit. A large majority of the Directors afterwards expressed a desire that the meeting should be held at some Eastern point, but insuperable objections arose to an arrangement for holding the meeting in New England. A cordial

invitation was received from Harrisburg to hold the meeting in that city, but all efforts to secure satisfactory arrangements with the Railroads for a meeting at that point were unavailing. The Board of Education and other citizens of Ogdensburg have now kindly tendered the Association the use of a Hall or Church free of charge, and secured accommodations for the members in attendance at very low rates. The Grand Trunk and Vermont Central Roads have made a very favorable arrangement for Western teachers desiring to attend the meeting and visit New England, and it is expected they will make an arrangement equally favorable for New England teachers. It is hoped that arrangements may be made with many of the Railroads in the Middle and Western States to furnish similar facilities, but no definite announcement can yet be made in regard to them.

W. H. W.

THE STUDY OF WORDS.

IN speaking, some months ago, of the books which one cannot afford to do without, in teaching the English language, we omitted to commend to you the works of Trench. It was not because we were not familiar with them, for we read the "Lectures on the Study of Words," the first of the series, before it was reprinted in this country, and that and the half dozen volumes on philological subjects more recently published by the learned Dean of Westminster have always held an honored place among our books. They have taught us much, and helped us much in our humble attempts to teach others; and, if there is any reader of the *Teacher* who is not acquainted with them, we know that he will thank us for bringing them to his notice — that is, if he buys them and studies them.

The "Lectures on the Study of Words" must be pretty widely known among us, for the copy before us tells us that it is one of "the *twenty-fourth* American edition;" better known, indeed, than on the other side of the water, where the work has reached only its *ninth* edition. But, after all, twenty-four editions can have supplied but a small fraction of the teachers in the land; especially when we take into account the fact that the book has been quite as popular outside of the profession as within it.

The book has a peculiar interest and value for the teacher, because it was originally addressed to those intending to become teachers, the pupils of the Diocesan Training-School at Winchester. There were others in the audience than the pupils, it is true, but the author, in his preface, tells us that, both in writing and in publishing the lectures, he had mainly in view the profit of "*schoolmasters and those preparing to be such.*" In the preface of the "Select Glossary of English Words used formerly in Senses different from their Present," he states no less distinctly that he desires to make the book an educational one. Either of these books, indeed, might be used as a text-book with classes. The "Lectures" has been so used in several New England Schools. Many teachers have drawn from it the materials of oral exercises of a less formal character, and a better book for such purposes you could not desire.

And, as our author himself says, "there is no study which may be made at once more instructive and entertaining than the study of the use, origin, and distinction of words. * * * Only try your pupils, and mark the kindling of the eye, the

lighting up of the countenance, the revival of the flagging attention, with which the humblest lecture upon words, and on the words especially which they are daily using, will be welcomed by them. There is a sense of reality about children which makes them rejoice to discover that there is also a reality about words, that they are not merely arbitrary signs, but living powers; that, to reverse the words of one of England's 'false prophets,' they may be the fool's counters, but are the wise man's money; not, like the sands of the sea, innumerable, disconnected atoms, but growing out of roots, clustering in families, connecting and intertwining themselves with all that men have been doing, and thinking, and feeling, from the beginning of the world till now."

As Coleridge, too, has said: "In a language like ours, where so many words are derived from other languages, there are few modes of instruction more useful or more amusing than that of accustoming young people to seek for the etymology or primary meaning of the words they use. There are cases in which more knowledge of more value may be conveyed by the history of a word than by the history of a campaign."

A GOOD MOVE.

THE Board of Regents of the University of the State of New York have issued a formal recommendation that the "REBELLION RECORD" be purchased for the school libraries of the State, and have appropriated money to assist in defraying the expenses. It would be well if, in every loyal State, a move were made to furnish every district, grammar, and high school with a full set of this invaluable work. The history of the Rebellion cannot be written for some time to come, but the great facts of that history should none the less be taught in our schools; and that they may be truthfully taught, the materials from which the future history is to be made should be accessible to both teacher and pupil; and these materials are to be found in a cheap, compact, and trustworthy form, convenient for purposes of reference, nowhere except in the "Rebellion Record." If, as Carlyle has said, history is "distilled newspapers," this periodical represents an important preliminary process—the first selecting, sorting, and sifting of the mixed mass of matter to be distilled; a task demanding peculiar patience, tact, and discrimination, when one has to deal with the medley of rumors, telegrams, (a more emphatic word than *falsehoods*,) despatches, correspondence, and all else that makes up the "war news" of the newspaper.

The six volumes of the "Record" already published contain, besides a full and concise diary of events, over two thousand official reports and narratives of battles and skirmishes. The *literature* of the war is represented in almost a thousand songs and ballads, both loyal and rebel; a great treasure-house of patriotic declamations and readings for school use. Then there are over six thousand incidents and anecdotes of personal daring and bravery, which add greatly to the interest of the work; to say nothing of the excellent portraits of the leading actors in the civil and military history of the time, and the numerous maps and plans of battles. It is published by G. P. Putnam, 441 Broadway, New York.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

THE Twenty-ninth Semi-Annual Meeting of this Association met at the Academy Hall, Hanover Four Corners, on Friday, June 17th, President E. O. Grover in the chair.

The meeting opened with prayer, after which Rev. Samuel Cutler welcomed the teachers to the hospitalities of the village.

At 11 o'clock, a discussion upon "Defects in Reading and the Remedy," was participated in by Rev. Mr. Babcock of Scituate, and Porter of Abington.

At 12 o'clock the convention adjourned, to meet at 2 o'clock, in the Congregational Church, to listen to the address of John D. Philbrick, Esq., of Boston. His address was of a high order, and was listened to by a crowded house. After the lecture, Rev. Mr. Walker of Abington, spoke upon the subject of education, urging the claims of Warren Burton's work upon Education.

At 4 o'clock a discussion took place upon "The best methods of conducting recitations so as to cultivate a retentive memory." Mr. Stone of Plymouth, spoke upon this topic, and was followed by Mr. Walker of Abington.

At 7½ o'clock, P. M., T. D. Adams, Esq., of Newton, lectured upon the Common Schools. He especially urged the study of the principles and workings of a Republic, in all the departments of civil office.

On Saturday the meeting assembled at 9 o'clock. Prayer by Rev. Mr. Powers of Abington, after which the claims of the *Massachusetts Teacher* were brought before the convention by Messrs. Stone of Plymouth and Sheldon of Newton.

A discussion upon "How to teach pupils good manners," followed, in which Messrs. Brooks, Gleason, and Powers of Abington, Stone of Plymouth, and Boyden of Bridgewater, took part.

At 10½ o'clock a lecture was delivered by Wm. E. Sheldon, Esq., of the Hancock School, Boston, containing a large amount of really *practical* information, on account of which it was especially prized by the teachers, and highly commended. Interspersed with appropriate illustrations, it held the attention of the audience from beginning to end.

Rev. Messrs. Cutler and Aiken of Hanover, made happy speeches upon the pleasure and benefit they had derived from the meeting.

Appropriate resolutions upon the death of J. H. Schneider, late teacher in the Normal School at Bridgewater, were presented by Mr. Boyden.

The Committee on Attendance reported whole number of teachers present, 152; towns in the County represented, 18; number of subscribers obtained for the *Massachusetts Teacher*, 41.

INTELLIGENCE.

PERSONAL.

James F. Clafin, Esq., the new Principal of the Grammar School at Newton Corner, has successfully introduced the military drills, in which his service in the army made him an expert.

Wm. H. Allen, LL. D., lately President of Girard College, has been chosen President of the Agricultural College of the State of Pennsylvania.

Jonathan Knight, M. D., for the last thirty years Professor of the Principles and Practice of Surgery in the Medical Department of Yale College, has resigned his position. He has been an officer in Yale College since 1813.

THE University of the City of New York has conferred the degree of Doctor of Laws on *E. I. Sears*, the editor of the *National Quarterly Review*, noticed in this number of the *Teacher*.

Dr. Daniel Adams, known extensively through his school-books, died at Keene recently, aged 90.

Charles E. Abbott, Esq., for the last eight years a popular teacher in Brookline, has sent in his resignation, to take effect on the first of September next. Mr. Abbott has been reading law the last three years in the office of Levi Gray and S. E. D. Currier, Esq., and proposes, we understand, to enter that profession.

At the annual Commencement of Columbia College, New York, on the 29th ult., *Charles King, Esq.*, retired from the Presidency of Columbia College, and *Rev. Frederick A. P. Barnard, D. D.*, the new President, assumed the office. Both the retiring and incoming Presidents delivered appropriate addresses.

Rev. M. C. Stebbins, our esteemed associate as monthly editor has resigned his place as Principal of the High School in Clinton, for the purpose of devoting himself to the ministry.

H. L. Hosmer, Principal of the High School in Bolton, has resigned his position.

S. A. Briggs, editor of the *Illinois Teacher* has resigned his position as teacher, and been appointed cashier of a bank in Chicago.

Newton S. Bateman, whose admirable reports prove him to be an able educator, is candidate for reelection as Superintendent of Schools of Illinois.

EDUCATIONAL INTELLIGENCE.

WE wish to remind our readers of the meeting of the American Institute of Instruction in Portland, Me., on the 16th, 17th, and 18th of August. The programme is a very attractive one. Our last number gives the list of lecturers, and of railroads that give free return tickets.

W. H. Wells, A. M. This gentleman, who for the past eight years has been Superintendent of Public Schools in Chicago, has recently resigned his office, on account of his health. The Board of Education were very reluctant to accept his resignation, and, by the offer of a six months vacation, with continuance of salary during the period, and by a proposition to increase his salary, endeavored to retain his services; but he had fully determined to enter another and less exhausting field of labor, and therefore refused to withdraw his resignation.

The following Resolutions were adopted by the Board, at their meeting, June 15th:

Resolved, That this Board closes its connection with its esteemed Superintendent,

W. H. Wells, Esq., with the deepest regret, and can but regard his retirement from the position which he has so long and so creditably occupied, as a great public misfortune.

Resolved, That during the eight years of his connection with our school system, Mr. Wells has ever shown himself equal to the duties of his office; patient and studious to seek out and to commend the best methods of instruction, conscientious in the administration of affairs, ever kind and gentlemanly in his deportment, and carefully excluding the discussion of all controverted topics, both political and religious, so that under his efficient and watchful care our school system has been constantly improving, and our schools steadily gaining in the confidence of educators at home and abroad.

Resolved, That the confidence of the Board in Mr. Wells, both as a man and a public school officer, was never greater than it is now; and while we deeply regret his impaired health, he will bear with him to his new field of labor not only our hearty good wishes, but the confidence and respect of the entire community.

It is understood that Mr. Wells is to take charge of the Illinois Branch office of the Charter Oak Life Insurance Company. The loss to the schools of Chicago and to the cause of education in general, by this change, is most deeply to be regretted.

Holyoke. There has been very great progress in the schools of this town. Six years ago the schools of Holyoke impressed us most unhappily. The school-houses were poor, ill-furnished, and unventilated. The schools were over-crowded, ungraded, disorderly, and backward. A late visit discovered an entire change. The district system has been abolished, the appropriation for schools largely and cheerfully increased, a Superintendent of schools appointed, large and commodious school-houses erected and liberally supplied with the best school furniture, and to some extent with apparatus, maps, charts, and engravings. The High School building is a model of fine school architecture to which we have often directed building committees in quest of plans. But the crowning excellence is the truly admirable condition of the schools, of which the citizens of Holyoke may justly be proud. The Superintendent was formerly Principal of the High School, and is "master of the situation," and heartily devoted to his work. Holyoke claims the greatest water power in America, if not in the world. Her business is rapidly growing and new factories are building. A large reservoir, holding two million gallons, supplies the town with water, and with sufficient head to force itself over the roofs of the highest houses on the plain. May Holyoke continue to grow as long as her schools are a reservoir of so great a power and so noble an influence.

Waltham. The people of this town evince much interest in their schools, and wisely adopt the plan of permanency on the part of both committee and teachers. One of the committee has continued on the School Board nearly thirty years, another was formerly Principal of the High School. The teachers of the public schools are mostly graduates of their High School. The Principal of the Grammar School holds on as earnest, efficient, and young at heart as ever. Some years ago phonography was taught in all the primary schools of Waltham, and the children were first taught to read the phonetic type, and phonetic books only. The experiment was continued for some years through the influence of Rev. Dr. Hill, now President of Harvard College, then one of the School Committee of this town. The experiment at length proved unsatisfactory and was abandoned. There is now no town in the State within our knowledge where the School Committee adopt this method of introducing reading in their schools. After an evening lec-

ture by the agent of the Board of Education, a few weeks since, the teachers, School Committee, and invited guests, sat down to a most generous collation spread in the Grammar School building. A vigorous charge along the entire line was made upon the massive works — of the ladies, when the whole party fell back in good order, and were reformed and refreshed "by the feast of reason and the flow of soul" till — we don't dare to tell how late the speeches kept the company. The occasion was indeed a joyous one, and who more needs the recreation and refreshment of such a happy social gathering than teachers, who are so much isolated in their daily work.

Normal School Celebration. The Quarter-Centennial Celebration of the founding of Normal Schools in America, occurred at Framingham, July 2d. The day was fine, the assembly large, and the exercises of great interest. In the morning Rev. Samuel J. May of Syracuse, gave the oration, and Rev. E. S. Stearns of Albany, N. Y., the historical address in the Baptist Church. In the afternoon a generous collation was provided for all present, in the Agricultural Hall, by the ladies of Framingham. Hon. Josiah Quincy presided. Essays and poems were read by Mrs. Walton of Lawrence, Mrs. Hopkins of New Bedford, Mrs. Howison of Salem, and Miss Brackett of St. Louis; and speeches were made by Messrs. Quincy, May, Stearns, Rev. Charles Brooks, Hon. Emory Washburn, Hon. J. White, Prof. Zachos, and Hon. D. N. Camp, Superintendent of the schools in Connecticut.

LASELLE FEMALE SEMINARY. This well known institution, situated at Auburn-dale, has been purchased by the Rev. C. W. Cushing, who brings to the position of Principal and proprietor a large experience, and enjoys a wide reputation as a skilful teacher. He will call about him some of the best educated minds, and form a faculty of which any institution might be proud.

Report of the Superintendent of Common Schools in Conn. Hartford, 1864. This document, in addition to a brief presentation of the educational operations of the year, contains a valuable digest of the school laws of Connecticut, with appropriate comments, and explanations under each head. It gives a clear view of the school system of the State, well fitted to prevent litigation and promote harmony and efficiency in the administration of the school laws.

BOOK NOTICES.

THE NEW AMERICAN CYCLOPEDIA. New York: D. Appleton & Co.

The Chancellor of the University of the State of New York has recommended the purchase of Appleton's Cyclopædia by every public school in the State. He has been influenced to this step by observing the utility of this great work in the libraries of reference in the public schools of New York. It has been very generally introduced into the schools of Boston, Brooklyn, Charlestown, Cambridge, and many other cities and towns, and is regarded as the most useful set of books ever put within the reach of pupils.

Experience proves that the Cyclopædia, when placed in such a library, supersedes hundreds of books already in it. It is so handy for reference, so easy to consult on account of its alphabetical arrangement, so clearly and popularly, and yet accurately written, so compact in its presentation of facts and results, that every teacher or scholar who desires to read up on any subject finds all he needs ready at hand.

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An annual volume, commencing with 1861, is promised, which will keep up with the times in the discussion of new topics of interest.

Fellow teachers, start a subscription, give a concert, or arrange an exhibition, if necessary, to get the means to purchase these valuable and almost indispensable books; at any rate, get them within the reach of your pupils.

THE ROUND TABLE. Volume II. Number 116 Nassau Street, New York.

The second volume of this spirited and brilliant weekly appears with changes and improvements. Every department in the literary world, including Art, Music, Drama, and Science, is fully provided for. It is hardly possible that any thing in the shape of literary news should escape the vigilance of the men who are employed in the several departments. The publishers mean to make it the most complete weekly paper in the country, and, unless rival journals look sharp to their reputation, they will find that their young competitor has easily carried off the palm to which it aspires.

For a more particular account of the plan of the *Round Table*, we would refer you to the *Teacher* for March. The subscription price has been made \$4.00 per annum, in advance, instead of \$5.00.

THE NATIONAL QUARTERLY REVIEW. New York: EDWARD I. SEARS, A. M., Editor and Proprietor.

This able and vigorous Review has just entered upon its ninth volume and fifth year. It has steadily gained in reputation from the start, and may now be ranked among the best periodicals of its class, not only in this country, but in the "wide world" of letters. It has a special interest and value to teachers, since it makes the discussion of educational matters one of its regular departments. The articles on "Female Education — Good, Bad, and Indifferent," on the "Public Schools of New York," on "Girard College and its Founder," on "Commencements of Colleges, Seminaries, etc.," and others which we cannot now enumerate, are illustra-

tions of this feature of the editor's plan; and the reviews of school-books, in each number, under the head of "Education and Science," are the most discriminating and impartial that we have ever seen.

Messrs. A. Williams & Co., 100 Washington Street, are the Boston agents. The Editor's address is No. 42 Bible House, New York.

ELEMENTS OF CHEMISTRY: Theoretical and Practical. By WM. ALLEN MILLER, M. D., LL. D. etc. Part I. Chemical Physics. From the Third London Edition. New York: John Wiley, 535 Broadway.

We doubt not that many a teacher has looked at the three stout octavos of "Miller's Chemistry" on some bookseller's counter, and sighed that their high cost, made doubly high by the war rates of exchange, shut him out from so rich a treasure-house of scientific lore. No student of chemistry needs to be told that the work is the latest, fullest, best of its class. This third edition, published in London last autumn, is invaluable for its elaborate *résumé* of the results of recent discoveries and researches in this department of physical science. And so marked of late has been the progress in chemistry, that the best books published two or three years ago are so far behind the times as to be almost worthless to the teacher.

We are heartily glad, therefore, to see this handsome reprint of Miller's first volume, almost a fac-simile of the English edition, and yet sold at less than a third of the price. It cannot fail to be so eagerly welcomed by teachers and students as to make it for the interest of the publisher to follow it up speedily with the other two volumes. Though this is complete in itself, no one who becomes acquainted with it, will be willing to do without the entire work.

The most important additions in this new edition, are an admirable statement of the recent improvements in the classification of elements, the fixing of their atomic weights, equivalents, etc.; a sketch of Graham's researches on Dialysis and on Liquid Transpiration; a full account of the brilliant and wonderful discoveries in Spectrography by Kirchhoff, Bunsen, and others; and of the development of the mechanical theory of heat by Joule, Tyndall, and others: to say nothing of minor improvements in every part of the work, which, as now revised, gives a complete view of the present state of the branches of science of which it treats.

MANUAL OF QUALITATIVE CHEMICAL ANALYSIS. By Dr. C. R. FRESENIUS. From the last English and German Editions. Edited by Samuel W. Johnson, A. M., Professor of Analytical and Agricultural Chemistry in Yale College. New York: John Wiley.

Another reprint, for which the publisher deserves the hearty thanks of every teacher and student of chemistry. It is not only much cheaper than either the German or English latest editions, but more valuable than both, since it contains in addition to all the improvements of both, the corrections and annotations of the American editor, who has done his work admirably.

The matter newly added to the book by the author, relates chiefly to the *rarer elements*, to *flame-tests*, *spectral analysis*, *dialysis*, and the *reactions of the alkaloids*. The revision by Professor Johnson brings it in all respects up to the requirements of the present state of the science, and make it at once the most complete and the most trustworthy treatise on qualitative analysis yet published on either side of the Atlantic.

THE BREATH OF LIFE; or Mal-Respiration and its Effects upon the Enjoyments and Life of Man. By GEORGE CATLIN. New York: John Wiley.

This is a new edition of a pamphlet first published in 1861, by the author of "Notes of Travel amongst the North American Indians." The hygienic text of the homily, "the most important motto which human language can convey," is SHUT YOUR MOUTH: in other words, (lest you think it only an exhortation to the "golden silence" of the old saw,) *Breathe through your nostrils*. The writer is even more eloquent with pencil than with pen. Indeed, the illustrations are fully worth the cost of the book. If you want to be both amused and instructed, (for we are quite a convert to the author's views,) do n't fail to buy it.

GEMS FOR THE YOUNG. By CHARLES NORTHEED, ESQ., author of "The Teacher and Parent," "The Teacher's Assistant," etc. New York: Barnes & Burr.

This little book is indeed a gem. It contains a choice selection of proverbs and maxims from eminent authors, and is admirably adapted for Memoriter Exercises in schools and for lessons in Analysis. We like the plan, and its execution. The book is a storehouse of pithy sayings, which, if committed to memory, will be a fountain of wisdom. The whole is so concise, that over four hundred and fifty mottoes and maxims are condensed within the limits of fifty pages.

PEIRCE'S PATENT SLATE SURFACE. Among the many improvements and aids, now offered, and in use by earnest and "live teachers," we would call special attention to the new blackboard surface lately introduced into many schools in Massachusetts, and other of the New England States. We refer to "Peirce's Patent Slate Surface." This is a real stone surface, and a perfect resemblance to the true slate. Is made upon scientific principles, and possesses qualities unknown to any other liquid slating.

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This slating, after thorough testing, has just been adopted for the new high-schoolhouse at Cambridge, where over two thousand square feet of surface are to be coated with it.

WE welcome to our table the first number of the *Maryland School Journal*, published at Hagerstown. It is an occasion for rejoicing that a publication, calculated to be so useful, has at length been established in the State. We trust that the enterprise will be properly encouraged, and that the cause of popular education may be advanced by this journal.

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